



October 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and Math-A test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test™ employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2007  
ID: 11701419  
District: Waterville Public Schools  
School: Waterville Senior High School

## Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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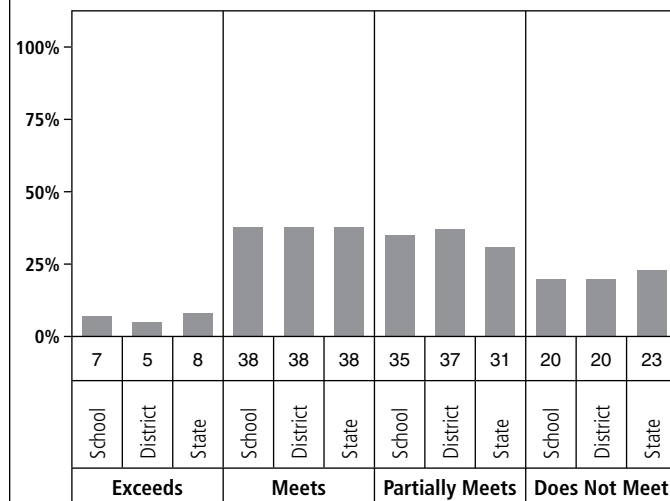
# SUMMARY OF SCORES

Date: May 2007  
District: Waterville Public Schools  
School: Waterville Senior High School

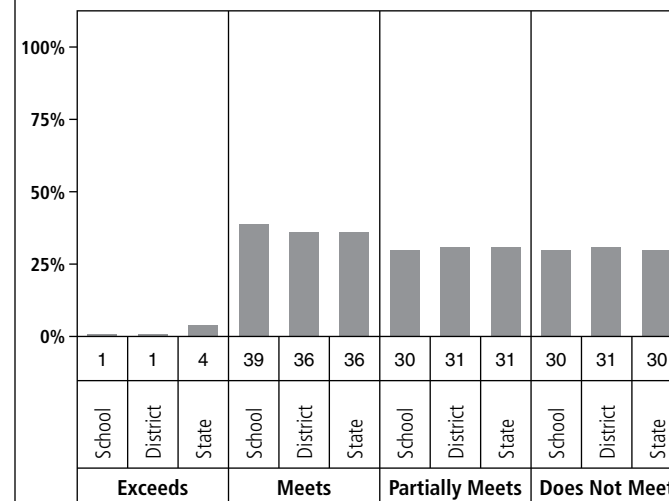
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
Critical Reading 2006–2007	1141	1140	1141
Mathematics 2006–2007	1141	1140	1140
Writing 2006–2007	1141	1141	1141

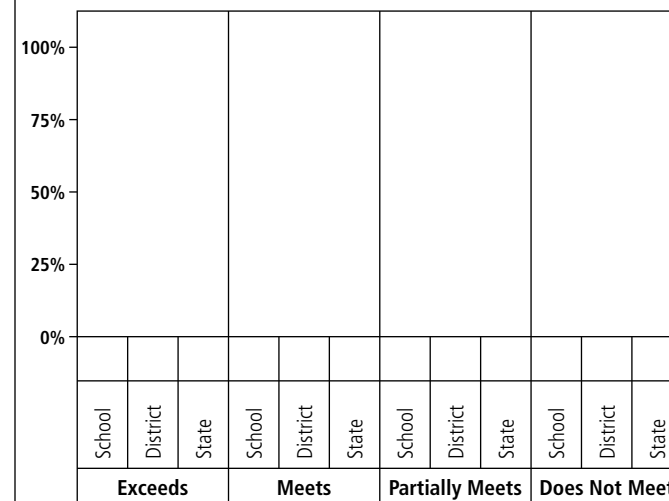
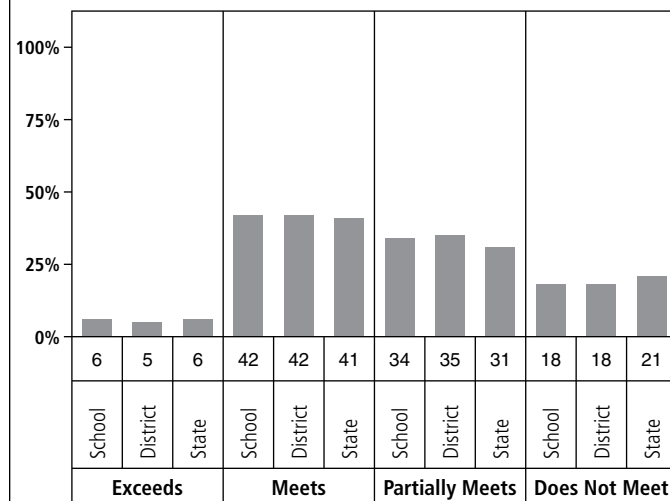
### CRITICAL READING



### MATHEMATICS



### WRITING



# SUMMARY OF STUDENT PARTICIPATION

Date: May 2007  
District: Waterville Public Schools  
School: Waterville Senior High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Total number of students</b>	160	100	150	100	16094	100	146	91	136	91	15236	95	151	94	141	94	15599	97	146	91	136	91	15229	95						
<b>Ethnicity</b> African American	5	3	5	3	333	2	5	100	5	100	295	89	5	100	5	100	308	92	5	100	5	100	294	88						
American Indian/Native Alaskan	0	0	0	0	91	1	0	0	0	0	81	89	0	0	0	0	84	92	0	0	0	0	81	89						
Asian/Pacific Islander	6	4	6	4	226	1	6	100	6	100	196	87	6	100	6	100	204	90	6	100	6	100	193	85						
Hispanic	3	2	3	2	140	1	1	33	1	33	124	89	2	67	2	67	130	93	1	33	1	33	124	89						
White	146	91	136	91	15304	95	134	92	124	91	14540	95	138	95	128	94	14873	97	134	92	124	91	14537	95						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	22	14	21	14	2351	15	20	91	19	90	2047	87	20	91	19	90	2169	93	20	91	19	90	2044	87						
<b>Current LEP</b>	0	0	0	0	285	2	0	0	0	0	237	83	0	0	0	0	250	88	0	0	0	0	233	82						
<b>Economically disadvantaged</b>	60	38	58	39	3924	24	51	85	49	84	3561	91	55	92	53	91	3702	94	51	85	49	84	3558	91						
<b>Migrant</b>	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Participation without accommodations</b>	128	80	118	79	13484	84	133	83	123	82	13851	86	128	80	118	79	13484	84						
Identified disability (PET/IEP)	9	7	8	7	743	6	9	7	8	7	865	6	9	7	8	7	743	6						
LEP	0	0	0	0	187	1	0	0	0	0	204	1	0	0	0	0	187	1						
504 plan	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	2	0						
<b>Participation with accommodations</b>	15	9	15	10	1570	10	15	9	15	10	1569	10	15	9	15	10	1570	10						
Identified disability (PET/IEP)	8	53	8	53	1127	72	8	53	8	53	1126	72	8	53	8	53	1127	72						
LEP	0	0	0	0	46	3	0	0	0	0	46	3	0	0	0	0	46	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Other	7	47	7	47	407	26	7	47	7	47	407	26	7	47	7	47	407	26						
<b>Participation through alternate assessment (PAAP)</b>	3	2	3	2	178	1	3	2	3	2	179	1	3	2	3	2	175	1						
Identified disability (PET/IEP)	3	100	3	100	177	99	3	100	3	100	178	99	3	100	3	100	174	99						
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	4	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	14	0	0	0	0	0	14	0	0	0	0	0	14	0						
<b>Non-participation – other</b>	14	9	14	9	844	5	9	6	9	6	481	3	14	9	14	9	851	5						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Date: May 2007  
District: Waterville Public Schools  
School: Waterville Senior High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	6	4	7	5	1079	7
	<b>2006-2007</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>1168</b>	<b>8</b>
	Cum. Avg.	8	6	7	5	1124	7
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	53	37	46	35	5697	38
	<b>2006-2007</b>	<b>54</b>	<b>38</b>	<b>51</b>	<b>38</b>	<b>5714</b>	<b>38</b>
	Cum. Avg.	54	37	49	37	5706	38
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	47	32	45	34	4772	32
	<b>2006-2007</b>	<b>50</b>	<b>35</b>	<b>49</b>	<b>37</b>	<b>4728</b>	<b>31</b>
	Cum. Avg.	49	34	47	35	4750	31
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	39	27	35	26	3595	24
	<b>2006-2007</b>	<b>29</b>	<b>20</b>	<b>27</b>	<b>20</b>	<b>3444</b>	<b>23</b>
	Cum. Avg.	34	23	31	23	3520	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Date: May 2007  
District: Waterville Public Schools  
School: Waterville Senior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	143	10	7	54	38	50	35	29	20	1141	133	5	38	37	20	1140	15054	8	38	31	23	1141
<b>Ethnicity</b>																						
African American	5	0	0	2	40	2	40	1	20	1140	5	0	40	40	20	1140	290	2	21	26	52	1131
American Indian/Native Alaskan	0										0						78	4	28	33	35	1135
Asian/Pacific Islander	6	0	0	2	33	4	67	0	0	1139	6	0	33	67	0	1139	193	7	33	34	26	1139
Hispanic	1										1						123	6	28	34	33	1137
White	131	10	8	49	37	44	34	28	21	1141	121	5	38	36	21	1140	14370	8	39	31	22	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	2	12	5	29	10	59	1129	16	0	13	31	56	1129	1870	1	10	26	63	1127
No	126	10	8	52	41	45	36	19	15	1143	117	5	42	38	15	1142	13184	9	42	32	17	1142
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	0	0	100	1122
Current LEP beyond first year	0										0						226	1	10	25	64	1127
<b>Economically disadvantaged</b>																						
Yes	50	1	2	12	24	19	38	18	36	1134	48	0	25	40	35	1134	3464	3	25	34	37	1134
No	93	9	10	42	45	31	33	11	12	1145	85	7	46	35	12	1144	11590	9	42	31	19	1142
<b>Migrant</b>																						
Yes	0										0						1					
No	143	10	7	54	38	50	35	29	20	1141	133	5	38	37	20	1140	15053	8	38	31	23	1141
<b>Gender</b>																						
Female	75	3	4	31	41	33	44	8	11	1142	71	1	42	45	11	1141	7401	8	40	33	19	1142
Male	68	7	10	23	34	17	25	21	31	1140	62	8	34	27	31	1139	7653	8	36	29	27	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						68	1	21	32	46	1131
No	143	10	7	54	38	50	35	29	20	1141	133	5	38	37	20	1140	14986	8	38	31	23	1141
<b>Gifted/talented program</b>																						
Yes	0										0						1					
No	143	10	7	54	38	50	35	29	20	1141	133	5	38	37	20	1140	15053	8	38	31	23	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Date: May 2007  
District: Waterville Public Schools  
School: Waterville Senior High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007	2	1	2	1	578	4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007	58	39	50	36	5481	36
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007	44	30	43	31	4754	31
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	44	30	43	31	4607	30

\*Standards were reset for mathematics in 2007 so historical data are not available.

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Date: May 2007  
District: Waterville Public Schools  
School: Waterville Senior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	148	2	1	58	39	44	30	44	30	1141	138	1	36	31	31	1140	15420	4	36	31	30	1140
<b>Ethnicity</b>																						
African American	5	0	0	1	20	3	60	1	20	1138	5	0	20	60	20	1138	304	1	13	27	59	1133
American Indian/Native Alaskan	0										0						81	2	16	42	40	1137
Asian/Pacific Islander	6	1	17	3	50	1	17	1	17	1152	6	17	50	17	17	1152	204	6	40	25	29	1142
Hispanic	2										2						129	3	29	25	43	1138
White	135	1	1	53	39	40	30	41	30	1140	125	1	36	31	32	1140	14702	4	36	31	29	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	1	6	4	24	12	71	1133	16	0	6	19	75	1132	1991	0	6	18	75	1131
No	131	2	2	57	44	40	31	32	24	1142	122	2	40	33	25	1141	13429	4	40	33	23	1142
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	0	0	100	1125
Current LEP beyond first year	0										0						243	2	14	19	65	1133
<b>Economically disadvantaged</b>																						
Yes	54	1	2	10	19	17	31	26	48	1136	52	0	19	31	50	1136	3606	1	20	31	48	1136
No	94	1	1	48	51	27	29	18	19	1143	86	2	47	31	20	1143	11814	5	40	31	24	1142
<b>Migrant</b>																						
Yes	0										0						1					
No	148	2	1	58	39	44	30	44	30	1141	138	1	36	31	31	1140	15419	4	36	31	30	1140
<b>Gender</b>																						
Female	78	1	1	25	32	30	38	22	28	1140	74	1	28	41	30	1139	7566	3	35	33	29	1140
Male	70	1	1	33	47	14	20	22	31	1141	64	2	45	20	33	1141	7854	5	36	29	31	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						73	0	14	26	60	1134
No	148	2	1	58	39	44	30	44	30	1141	138	1	36	31	31	1140	15347	4	36	31	30	1140
<b>Gifted/talented program</b>																						
Yes	0										0						1					
No	148	2	1	58	39	44	30	44	30	1141	138	1	36	31	31	1140	15419	4	36	31	30	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Date: May 2007  
District: Waterville Public Schools  
School: Waterville Senior High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	8	6	8	6	952	6
	2006-2007	9	6	6	5	937	6
	Cum. Avg.	9	6	7	5	945	6
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	51	35	48	36	6055	40
	2006-2007	60	42	56	42	6167	41
	Cum. Avg.	56	39	52	39	6111	40
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	48	33	43	32	4916	32
	2006-2007	48	34	47	35	4723	31
	Cum. Avg.	48	33	45	34	4820	32
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	38	26	34	26	3221	21
	2006-2007	26	18	24	18	3227	21
	Cum. Avg.	32	22	29	22	3224	21



# WRITING RESULTS BY REPORTING SUBGROUPS

Date: May 2007  
District: Waterville Public Schools  
School: Waterville Senior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	143	9	6	60	42	48	34	26	18	1141	133	5	42	35	18	1141	15054	6	41	31	21	1141
<b>Ethnicity</b>																						
African American	5	0	0	2	40	2	40	1	20	1139	5	0	40	40	20	1139	290	1	21	31	47	1132
American Indian/Native Alaskan	0										0						78	4	29	37	29	1136
Asian/Pacific Islander	6	0	0	4	67	1	17	1	17	1144	6	0	67	17	17	1144	193	6	31	35	28	1138
Hispanic	1										1						123	4	30	33	33	1137
White	131	9	7	53	40	45	34	24	18	1141	121	5	40	36	18	1141	14370	6	42	31	21	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	2	12	7	41	8	47	1129	16	0	13	44	44	1130	1870	0	8	27	65	1127
No	126	9	7	58	46	41	33	18	14	1143	117	5	46	34	15	1142	13184	7	46	32	15	1143
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	0	0	100	1117
Current LEP beyond first year	0										0						226	1	10	25	63	1128
<b>Economically disadvantaged</b>																						
Yes	50	0	0	14	28	18	36	18	36	1134	48	0	27	38	35	1134	3464	2	26	36	37	1134
No	93	9	10	46	49	30	32	8	9	1145	85	7	51	34	8	1145	11590	8	45	30	17	1143
<b>Migrant</b>																						
Yes	0										0						1					
No	143	9	6	60	42	48	34	26	18	1141	133	5	42	35	18	1141	15053	6	41	31	21	1141
<b>Gender</b>																						
Female	75	5	7	36	48	28	37	6	8	1144	71	4	48	39	8	1143	7401	7	46	31	15	1143
Male	68	4	6	24	35	20	29	20	29	1138	62	5	35	31	29	1138	7653	5	36	32	28	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						68	0	15	43	43	1131
No	143	9	6	60	42	48	34	26	18	1141	133	5	42	35	18	1141	14986	6	41	31	21	1141
<b>Gifted/talented program</b>																						
Yes	0										0						1					
No	143	9	6	60	42	48	34	26	18	1141	133	5	42	35	18	1141	15053	6	41	31	21	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number